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ABSTRACT

After part-time and full-time faculty members at New York City Technical College expressed concern about the need for efforts to cater to the requirements of departmental adjunct faculty, a study was undertaken to determine part-time faculty needs (services and support systems) in the hopes of mainstreaming them in the biological sciences department. Questionnaires surveying support systems and facilities for full-time faculty were given to the full-time faculty; the part-time faculty, course coordinators, and chairperson received another questionnaire on the needs of part-time faculty. Some of the areas of need determined by part- time staff were social interaction between full- and part-time faculty, communication between the two groups, involvement in academic decision making, supplementary assistance to students, and efforts on the part of the administration to mainstream the part-time faculty. The study indicated it would be beneficial to conduct a needs assessment regularly, design an information manual on departmental regulations and policies, and involve part-time faculty in decision making. A combined committee of the two faculty sectors was recommended along with encouragement of social interaction, establishment of continuing communications links, and encouragement of office hours in which the part-time faculty could assist students. Also included in this report is a history of the background and significance of the employment of part-time faculty. The questionnaire and letters related to the survey are appended. (SM)

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AN INVESTIGATION OF MAINSTREAMING PART-TIME FACULTY IN THE DEPARTMENT OF BIOLOGICAL SCIENCES AT NEW YORK CITY TECHNICAL COLLEGE

EMERGENCE OF HIGHER EDUCATION IN AMERICA

by

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PHILADELPHIA CLUSTER

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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Abstract

AN INVESTIGATION OF MAINSTREAMING PART-TIME FACULTY
IN THE DEPARTMENT OF BIOLOGICAL SCIENCES AT
NEW YORK CITY TECHNICAL COLLEGE

Ranjani H. Selvadurai

The increased trend of hiring adjunct faculty in the Department of Biological Sciences had been attributed to the addition of course sections, reduction of full-time lines through attrition and financial constraints at the college. Although this trend had prevailed in the department, efforts for mainstreaming this sector of the teaching faculty seemed inadequate.

The study was undertaken due to the consensus of part-time faculty and some of the full-time faculty that an effort be extended in catering to the needs of adjunct faculty of the department. The purpose of the study was to investigate the needs of part-time faculty with reference to services and support systems with an intent of mainstreaming those individuals in the department.

A questionnaire designed to survey the facilities and support systems available to full-time faculty was designed and distributed to the full-time faculty. Another questionnaire pertaining to needs of part-time faculty was distributed to part-time faculty, chairperson and course

coordinators. The mean score for responses were calculated and the mean score of less than 2.5 was considered to indicate a need for improvement of services and support systems for part-time faculty. Random interviews were also held with two members from each group.

The areas of needs with reference to part-time faculty identified were, involvement in academic decision making processes, communication between full-time and part-time faculty, social interaction between the two groups of faculty, supplementary assistance to students, Professional Development and efforts made by the administration in mainstreaming the part-time faculty.

As a result of the study it was recommended that needs assessment be conducted on a regular basis to obtain feedback of needs from part-time faculty of the department, an information manual be designed pertaining to policies and regulations of the department for adjunct faculty and to involve part-time faculty in the decision making processes. It was further recommended the encouragement of deliberate continuing communication between the two sectors of faculty by establishing a combined committee to attend to the needs of part-time faculty and by identifying a part-time faculty "Ombudsman". Encouragement of social interaction, compensation for extra services, and Professional Development of adjuncts were also recommended.

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INTRODUCTION

An increased trend of hiring part-time faculty in both day and evening sessions had prevailed in the Department of Biological Sciences at New York City Technical College. This department is the largest service department in the Division of Health Sciences where the investigator is a full-time tenured faculty member. The increased trend in hiring of part-time faculty had been attributed to reduction of full-time lines through attrition and financial constraints at the college. Although this trend had persisted efforts for mainstreaming this sector of the teaching faculty seemed inadequate in the department.The interest in the project stemmed from personal experiences as a part-time faculty member ten years ago in the Department of Biological Sciences of the college.

The purpose of the study therefore, was to investigate the needs of part-time faculty with reference to services and support systems, with an intent of mainstreaming this sector of the faculty of the Department of Biological Sciences at New York City Technical College. Questionnaires to assess the needs of part-time and full-time faculty of the Department of Biological Sciences were

constructed. The questions were further refined for content, readability and style with the assistance of five faculty members of the college. Two full-time faculty members, two part-time faculty members and two course coordinators were selected at random and were interviewed to obtain feedback. A pilot study to reduce ambiguity and maximize internal consistency of the instrument was conducted in the Department of Biological Sciences of Manhattan Community College a sister institution of New York City Technical College.

In the project, full-time faculty were designated as Group I, part-time faculty as Group II, course coordinators and chairperson as Group III. The questionnaire pertaining to the needs of part-time faculty was distributed to adjunct instructors, the course coordinators and the chairperson of the Department of Biological Sciences. The questionnaire pertaining to the needs of full-time faculty was distributed to this sector of the faculty. The mean score of responses and the information from the interviews were utilized to estimate the adequacy of support systems and services available to part-time faculty.

The findings from the study were presented to the chairperson of the Department of Biological Sciences and to the Dean of the Division of Health Sciences with

recommendations for mainstreaming the adjunct faculty of the Department of Biological Sciences. Identification of the specific needs of this sector of the faculty was believed to create a greater sensitivity towards their needs thus, opening avenues for better catering to these needs in the Department of Biological Sciences.

Background and Significance

Historically, the employment of part-time faculty reflected the ebbs and flows of societal economic circumstances (Harris, 1980). From 1950 to early the 1970s an unusual emphasis was placed upon hiring full-time faculty with a corresponding decreased emphasis on the role of part-time faculty. Accrediting agencies during that period of time frowned at colleges having a high number of part-time faculty. During this period of time two year colleges primarily used part-time faculty when more sections of a course were needed than could be taught by existing full-time faculty. From 1970 onwards there was a reversal of this trend and between 1971 and 1977 there was one hundred percent increase in the hiring of part-time faculty while the full-time faculty experienced only a twenty percent growth rate (Friedlander, 1979).

The rationale for hiring and the sources of part-time faculty have also changed over the years. The early

junior colleges sought secondary school instructors because they were qualified teachers, and university professors because they lent an aura of prestige. By the mid 1970s colleges attracted more retired people and young individuals completing graduate studies as part-time faculty.

The use of adjunct faculty is one of the most volatile issues especially in community colleges. The issue is significant because of the conflict between obligations of these institutions to simultaneously maintain quality education and to operate within present financial constraints. As budgets tighten, retrenchment increases, tenures denied, institutions seek the services of more and more adjunct faculty. The increase in trend of hiring part-time faculty is also as a consequence of increasing numbers of part-time students, movement towards off-campus classes and growing numbers of unemployed college graduates with teaching majors (Lombardi, 1975). The use of full-time adjuncts is a fairly recent development which arose in response mainly to institutions' financial needs. This sector of faculty has the same course load as full-time faculty, but with no prospect of tenure, no fringe benefits and have an income one third to half of their more secure full-time colleagues (Beman, 1980). Some contend that part-time faculty is a cushion against retrenchment, burgeoning

collective bargaining units, while others believe that hiring of part-timers is a way of coping with financial constraints. Colleges have reached a point where the number of part-time faculty approaches or equals the number of full-time faculty (Greenwood, 1980; Turner et. al., 1981).

Survey of literature pertaining to part-time faculty indicates advantages and disadvantages in utilizing adjunct services. According to one school of thought adjunct faculty bring a specialized level of skill and knowledge into the community college classroom which the full-time faculty cannot provide. This richness of knowledge and diversity of experience is brought to the college especially in business and industrial areas (De Santis, 1980). Evening division part-time instructors are often added to the teaching staff in most colleges because of the highly specialized technical and business knowledge they possess. These teachers are capable of better relating the academic material to the work-day world than their full-time counter-parts.

Junior colleges would be hard pressed to offer the wealth and variety of programs currently available were it not for the dedicated instruction provided by hundreds of part-time faculty (Kuhns, 1963). Some contend that part-timers bring a zeal to assigned classes with very few problems relating to absenteeism. Hence, this line of

thought favors the view that adjunct faculty represent enrichment, diversity, scheduling flexibility, short-term contractual obligations and a degree of economic savings.

According to another school of thought, the increase in use of part-time faculty had led to criticism of the trend at pedagogical, financial and legal levels. The unions have denounced the over employment of part-time faculty because it exploits this sector of instructors and at the same time it undermines salaries and benefits of full-time faculty. The American Association of University Professors had expressed that part-time faculty members are generally less qualified, offer few non-teaching services and do not contribute to the institutions' reputation (Magarrell, 1978). As most part-time faculty are employed during the evening hours, some are of opinion that these instructors lack basic knowledge concerning institutional policies and procedures, placing the evening students at a disadvantage. Some research findings attribute student attrition, to the inadequacy of usage of college resources by part-time faculty (Bender et. al. 1973; Lolley, 1980). The unavailability of adjunct faculty to students for extra help and tutoring has also been claimed a pedagogical detriment.

A survey of literature indicates a variety of problems faced by part-time faculty at two-year

institutions. Part-time faculty are often requested to assume responsibility to teach while at the same time are often encumbered by inadequate orientation, support systems, understanding of the college, perceptions of the students, syllabi and knowledge of the alternatives available to them. Surveys have further indicated that the problems of part-time faculty salaries and benefits, participation in curriculum and governance interaction, community service components as well as institutional commitment, all affect academic quality and the relationship between faculty and students (Davidson, 1984). Adjuncts in too many instances are underpaid, feel vulnerable, segregated and generally unrewarded for the efforts they make on behalf of the college (Maguire, 1984). Part-time instructors often perceive themselves to be "Step-Children" a feeling partially generated by a laissez-faire attitude of the institutions. For organizations of higher education whose central purpose is the release of the mind and spirit for creative activity, any measure of chronic depression is a mark of failure to appreciate core values emphazising a sign of pathological displacement (Leslie et. al., 1982).

Many of the adjunct instructors have never experienced an orientation program that responds to their needs and have never had the opportunity to participate in

a valid and continuous process of evaluation (Smith, 1980). Due to the lack of appropriate and well implemented staff development programs, colleges have failed to make the most of the diversity offered by part-time faculty. Intergration of the part-time faculty into the fabric of the institution is critical in achieving instructional parity (Parsons, 1980). To achieve this a system including support services and communication networks is essential. Office space, audio-visual services, clerical assistance, identification cards, mail boxes and instructional supplies are some of the essentials if part-time teachers are to achieve full potential. Communication networks including "Buddy Systems" workshops and involvement in college, divisional and departmental activities link part-time faculty with the group life of the college.

Administrators may continue to utilize large numbers of part-time faculty because of the cost, flexibility expedience and enrichment of educational offerings; they therefore should assess the situation, needs and problems of these instructors carefully (Black 1981). "The academic workplace is not an industrial production plant but a place of humane colleagueship." (Bonham. 1982). Few colleges attempt to encourage a social cohesion between the full-time and part-time faculty. Failure to move toward socialization will not only

perpetuate the idea that "part-time faculty is no more than a euphemism for- whats his face, the temporary teacher." (Greenwood, 1980).

Research on specific indicators of teaching effectivenes, such as student ratings, class retention rates, achievement in class-work and use of instructional media, show no statistically significant differences between part-time and full-time faculty effectiveness (Willett, 1980). Other research of related indicators show that part-timers differ from full timers in age, years of teaching experience, compensation, qualification, unionization and working conditions (Friedlander, 1980). Such research indicated that the long term effect of using part-time faculty without an adequate support program may damage the reputation of the college in the community and may deeply split the institution internally (Bramlett et. al., 1983).

Few colleges have developed appropriate plans for recruiting, orienting, training, servicing and supervising part-time faculty (Bender et. al., 1973). Colleges have had limited success in the identification and implementation of models providing a systematic rational and continuous program of part-time faculty recruitment. Most researchers contend that there is a nationwide lack of administrative expertise both at departmental and divisional levels to

effectively attract, hire and retain qualified part-time faculty. The result of successful recruitment and orientation is a cadre of dependable part-time instructors attuned to the colleges' mission.

> " Just as community colleges have been in the forefront of progressive educational development, the decade of the eighties gives two-year institutions across America a chance to provide educational leadership by improving the status of part-time faculty instructors." (Pollock et. al., 1982)."

The challenge facing the two-year college educators is to develop sound programs in recruitment, orientation, communication, faculty development, support services, evaluation and policies for part-time faculty, so that they may provide the same quality of instruction to students as the full-time faculty are able to offer. Mainstreaming part-time faculty is no longer an issue, it is an imperative (Albert et. al., 1980).

Questionnaire construction has been a difficult task, one that required a great deal of hard work, imagination and ingenuity (Best, 1970). Shortcomings have been identified in locally produced questionnaires over standardised versions. However, national instruments in questionnaire form have also been aimed at specific groups and irrelevent to particular audiences (Huddleston, 1976). Research findings indicated several principles that should be taken into consideration in questionnaire construction.

1. Specificity when formulating objectives of the study.
2. Expressiveness of the questionnaire to the objectives.
3. Built in continuity.
4. Usage of collected data.
5. Preservation of balance within as well as among questions.
6. Clarification of each question.
7. Definition of controversial terms.
8. Observation of parallelism and exclusiveness in multiple choice questions.
9. Respect of respondents intelligence.

In addition to these cardinal principles considerable experimentation with pilot studies and pre-testing have been found to be necessary in order to formulate a successful questionnaire (Young, 1956). Validity of questionnaire items have been ascertained by submitting items to a panel of judges and by testing the instrument with a number of subjects who resemble the target audience (Best, 1970).

The field of needs assessment is a young and burgeoning area although some of the ideas of data gathering strategies used have remained the same. Among the more frequently used needs assessment approaches have been Social Indicators, Client Utilization, Field Survey, Interacting Process, Delphi and Nominal Group Techniques.

A survey utilizing questionnaires was selected as the instrument of needs assessment of the part-time faculty of the Department of Biological Sciences, with an intent of mainstreaming this group of the teaching faculty.

Over the last five years, although the number of courses offered by the Department of Biological Sciences had not increased drastically, there has been a tremendous increase in the number of sections of courses per semester. This increase in the number of sections was attributed to mandating by other curricula of additional biology related courses as prerequisites. In addition, students of the recently introduced High School Extension Program and nursing students from Long Island College Hospital and Interfaith Hospital in Brooklyn have increased enrollment in the department. Students from these nursing programs of the aforementioned hospitals enroll in the two semester course of Human Anatomy and Physiology offered by the Department of Biological Sciences. In the last few years, the department lost ten full-time lines due to retirement, denial of reappointment and tenure. To date only two of these lines have been replaced due to financial constraints at the college. Consequently, the number of part-time faculty increased in the department. This trend is anticipated in the future especially due to the addition of a new program in Urban Horticulture which is scheduled to

be implemented in Fall 1985. It has been the consensus of part-time faculty and of some of the full-time faculty, that greater sensitivity should exist towards the needs of part-time faculty in the department. There has been a call for an effort in mainstreaming this sector of the teaching faculty in the department. The study was undertaken due to the general awareness that an effort be extended in catering to the needs of part-time faculty of the Department of Biological Sciences.

The study was appropriate for the seminar on Emergence of Higher Education in America, as hiring of part-time faculty has been an increasing trend at two year colleges. Increasingly, Higher education will involve more part-time faculty teaching more part-time students. This trend is expected to continue especially due to fiscal constraints, and also due to predicted increases in the adult learner clientele of two-year institutions in the future.

PROCEDURES

In an attempt to assess the needs of part-time faculty with an intent of mainstreaming this sector of the faculty in the Department of Biological Sciences, the following procedures were implemented. Approval for the conduction of the study was obtained from the chairperson

of the Department of Biological Sciences. Further review of literature pertaining to part-time faculty was accomplished with an Eric Search and the assistance of the libraries of the City of New York. Questionnaires each consisting of fifteen questions with ratings excellent, good, fair and unsatisfactory were constructed. One questionnaire was designed to assess the facilities and support systems available to full-time faculty (appendix B) and the other to assess the needs of part-time faculty (appendices D, F). Suggestions were called for from the full-time faculty, part-time faculty, the course coordinators and the chairperson of the department in the construction of the questionnaires. Each question was re-examined for content readability and style by five faculty members from different disciplines at New York City Technical College. This part of the procedure was incorporated into the original proposal of the project as it seemed feasible to strengthen validity of the questionnaires. Questions were revised, replaced and deleted as specified by the panel of judges. As a further addendum to the proposal, two full-time faculty members, two part-time faculty members, and two course coordinators were selected at random and interviewed to obtain better feedback of information from the three groups. The persons interviewed were informed of the confidentiality of individual identity in the study.

A pilot study was conducted in the Department of Biological Sciences of Manhattan Community college a sister institution, to reduce ambiguity and maximize internal consistency of the questionnaire items. The questionnaires accompanied by cover letters (appendices, A, C, E) were distributed to all full-time faculty (20), part-time faculty (10) course coordinators (10), and the chairperson, via the main administrative office of the Department of Biological Sciences. A reminder to return the completed questionnaires was made after a lapse of two weeks via the telephone. The full-time faculty was designated as Group I, part-time faculty as Group II, course coordinators and the chairperson as Group III. The entire faculty of the department were utilized in the study.

The responses to questions in each group by rating were tallied manually and tabulated. A rank-scoring scale of excellent = 4, good = 3, fair = 2 and unsatisfactory = 1 was established. The tabulated responses were scored based on the scoring scale per question and the mean score per question was calculated and tabulated. A mean score of less than 2.5 was considered to indicate a need for improvement of services and support systems. The results of the interviews were summarized. The mean scores for question items for the three groups and the information from the interviews were utilized to estimate the adequacy of the

services and support systems presently available and those that are not available to part-time faculty of the Department of Biological Sciences.

The findings of the study were presented to the chairperson of the Department of Biological Sciences and to the Dean of the Division of Health Sciences. Recommendations were also made for better catering to the needs of part-time faculty of the Department of Biological Sciences.

Limitations of the Study

A limitation of the study was that only the needs of part-time faculty of the Department of Biological Sciences at New York City Technical College were identified. These needs may differ from those of the adjunct faculty in the departments of Biological Sciences at other institutions. Only generalizations and no specific conclusions pertaining to the problems of part-time faculty were derived from the study.

Basic Assumptions

An assumption of the study was that the full-time faculty had better facilities and support systems compared to part-time faculty in the Department of Biological Sciences. Further, it was assumed that a locally prepared questionnaire was more valid than a standardized one in

assessing the needs of a particular target group. The necessity to identify faculty needs as perceived by the faculty themselves was assumed in the study. The study also assumed that the population utilized represented a significant cross-section of the faculty with reference to age, sex, professional qualifications and that the general needs of all part-time faculty were similar. It was assumed that the information resulting from the study will be beneficial in the planning of faculty development activities and better catering to the needs of part-time faculty in an effort in mainstreaming this sector of the teaching faculty.

Definition of Terms

The operational definition of terms in the project were as follows:

Full-time Faculty member	A faculty member with at least one year teaching contract, with fringe benefits and a teaching load of fifteen hours per week.
Part-time Faculty member	Synonymous with Adjunct faculty. A faculty member with a single semester teaching contract with no fringe benefits and a teaching load of nine hours per week.
Full-time Adjunct Faculty member	Faculty member with a single semester teaching

Full-time Adjunct Faculty member (continued)	contract, with no fringe benefits and a teaching load of fifteen hours per week.
"Buddy System"	A close rapport between a part-time and a full-time faculty member.
Rank Scoring	Assigning a score to a rank ordered item.

RESULTS

Table 1 represents the group mean ($\bar{x}$) scores of the questionnaire items. The question items were scored on a rank-scoring scale of excellent = 4, good = 3, fair = 2 and unsatisfactory = 1.

Table 1

Group Mean ($\bar{x}$) scores of questionnaire items

Area of Concern (Question item)	Mean score of Groups		
	I	II	III
	n=18	n=10	n=9
Orientation to policies of college & department	3.17	1.70	2.44
Provision of documents pertaining to college & department policies	2.89	1.70	2.33
Provision of information pertaining to course outlines	3.56	3.10	3.22

Table 1 (continued)

Group mean ($\bar{x}$) scores of questionnaire items

Area of concern (Question item)	Mean score of Groups		
	I	II	III
	n=18	n=10	n=9
Instruction given by course coordinators regarding courses	3.72	2.90	3.22
Participation in the decision making processes relating to courses	3.72	1.00	1.00
Provision of support systems (office space & supplementary services)	3.00	2.50	2.67
Availability of instructional aids and materials	2.89	2.40	3.00
Rapport with chairperson	2.89	3.40	3.00
Communication between full-time and part-time faculty	1.00	1.20	1.67
Assistance provided by Clinical Lab Technicians	2.56	3.10	3.11
Social Interaction between full-time and part-time faculty	1.28	1.20	1.11
Supplementary assistance in the form of tutoring to students	3.50	1.70	1.33
Efforts made to assist in Professional Development	2.67	1.00	1.33

Table 1 (continued)

Group Mean ($\bar{x}$) Scores of Questionnaire Items

Area of concern (Question item)	Mean score of Groups		
	I	II	III
	n=18	n=10	n=9
Peer and student evaluation procedures	2.89	3.50	3.22
Current Efforts made by the department in mainstreaming part-time faculty	1.67	1.70	2.00

Scoring Scale: excellent = 4, good = 3, fair = 2
unsatisfactory = 1

A mean score of 2.5 or less was considered as a need for improvement.

The areas of greatest needs pertaining to part-time faculty identified in the study were, involvement of part-time faculty in academic decision making processes in the department, communication between full-time and part-time faculty, supplementary assistance to students, Professional Development of part-time faculty and efforts made by the administration of the department for mainstreaming the part-time faculty.

In the areas of orientation to policies of the college and department and provision of documents pertaining

to policies, the full-time faculty and the administration seemed to agree that the needs of part-time faculty were adequately satisfied. However, the part-time faculty were of opinion that these needs were not adequately met with by the department.

Results of the study indicated that needs of part-time faculty were met with at least in congruence with the level these needs were met with for full-time faculty with reference to:

1. Information pertaining to course syllabi.
2. Instruction from coordinators.
3. Provision of support systems (e.g. office space, duplicating services).
4. Instructional aids.
5. Rapport with the chairperson.
6. Evaluation procedures of adjuncts.

Results of Interviews of Group I

From Group I two full-time faculty members were interviewed. Faculty member I was of opinion with reference to questions 1, 2, 3, and 4, that part-time faculty were provided with similar information as those provided for full-time faculty. However, the involvement of part-time faculty in decision making with reference to selection of texts and comprehensive examinations was stated as non existent in the

department. It was emphasized that the reason for this was not because the part-time faculty were not welcomed for such activities but because part-time faculty have other teaching commitments elsewhere and in addition, they were not extra compensated for these activities. According to the view of the faculty member the areas that need improvement in catering to the needs of part-time faculty in the department were, communication between full-time and part-time faculty, social interaction between the two groups and an improvement in effort to assist part-time faculty in Professional Development. It was pointed out that very little funds were available even to full-time faculty for Professional Development due to financial constraints at the college. According to this faculty member, within the past two-years a special endeavor had been made by the department in catering to the needs of part-time faculty which is an increasing sector of the faculty of the department.

Contrary to the view of faculty member I, full-time faculty member II was of opinion that the information regarding questions 1, 2, 3, and 4 with reference to college policies, departmental policies and in general, orientation extended to part-time faculty of the department was inadequate. The faculty member recommended a proposal for the construction of a manual for part-time faculty of the department. The instructor was in consensus with faculty

member I with reference to inadequacies in communication between part-time and full-time faculty, social interaction between the two groups and in lack of support for Professional Development of the part-time faculty. The faculty member further emphasized that supplementary assistance in the form of tutoring provided by the part-time faculty to students seemed extremely inadequate in the department. This was attributed possibly due to no extra compensation being payed to the part-time faculty for such tutoring.

Results of Interviews of Group II

Both part-time faculty members who were interviewed were of opinion that the areas of greatest concern for part-time faculty were lack of involvement in decision making with refernce to courses, communication with full-time faculty, social interaction between the two groups and the lack of assistance provided towards Professional Development. They expressed that although some information is provided to them through the chairperson and the coordinators regarding policies and regulations of the college and the department, this information seemed inadequate. Both faculty members interviewed expressed the absolute importance of a written manual pertaining to all requirements of the department and an orientation session for part-time faculty. The support

systems provided in the form of office space and duplicating services they expressed seemed fair. Both faculty seemed satisfied with the assistance provided with availability of teaching aids, assistance from the Clinical Lab Technicians and the format of the peer and student evaluations adopted by the college. With reference to supplementary tutoring, the instructors expressed that they make effort to assist students. However, they admitted that the time they can devote was very limited due to other teaching commitments and especially because they were not compensated for the extra time. The rapport between part-time faculty and the chairperson of the department was expressed as good by both faculty members.

Results of Interviews of Group III

Both coordinators expressed that the involvement of part-time faculty with reference to selection of texts, preparation of course outlines and comprehensive examtions was extremely poor. They expressed that although the part-time faculty had been invited to course committee meetings, their attendance had been poor. The part-time faculty had expressed that they were not compensated for these extra duties. Both coordinators expressed that detailed instruction regarding policies and formats of courses had been conveyed to part-time faculty each semester.The

coordinators were of consensus that part-time faculty should be involved in decision making processes regarding courses and examinations (question 4), communication between part-time and full-time faculty (question 9), social interaction between the two groups (question 11), supplementary assistance to students (question 12), and Professional Development of part-time faculty. The coordinators further expressed that efforts made by the department in mainstreaming the part-time faculty had improved within the last two years especially due to the increased trend of hiring this sector of the teaching faculty.

Interviews of all three groups indicated the common agreement that a conscious effort could be made by the department to improve the needs with reference to communication between full-time and part-time faculty and social interaction between the two groups of faculty. In addition there was a consensus that more endeavors should be made to involve the part-time faculty in Professional Development activities presently available to full-time faculty.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

In order to maintain responsiveness to a variety of student demands, many community colleges have had to rely on a cadre of adjunct faculty. Many colleges use part-time

instructors to alleviate institutional budget problems, burgeoning collective bargaining units, to teach classes at undesirable hours and locations and to instruct specialized courses. The trend of hiring part-time faculty had increased over the years especially in the two year institutions. Literature survey indicated that although such a trend prevailed and was anticipated to increase, the efforts made by these institutions of higher education in catering to the needs and in mainstreaming this sector of the teaching faculty seemed inadequate.

The results of the study indicated several areas of needs and deficiences with reference to part-time faculty in the Department of Biological Sciences. They were involvement in academic decision making processes in the department, communication between full-time and part-time faculty, social interaction between the two groups of faculty, supplementary assistance to students, Professional Development of part-time faculty and efforts made by the administration in mainstreaming the part-time faculty.

The results of this study with reference to involvement of the part-time faculty with the academic decision making processes were in congruence with the findings of Greenwood (1980), Friedlander (1980), Davidson (1984) and Maguire (1984). Their studies indicated that participation of part-time instructors in curriculum

development committees was almost non-existent in most institutions of higher education. The part-time faculty have seldom had access to the decision making processes pertaining to syllabi and grading systems in most departments (Greenwood, 1980). The investigator reemphasized that failure to recognize part-time faculty as valued members of an academic family, would sustain an environment that part-time faculty form an expendable commodity circulating on the periphery and not wholly accepted by the collegial world.

Friedlander (1980), was in consensus with Greenwood (1980), by stating "Part-timers have less determination in such matters as departmental affairs, course content, curriculum development and text-book selection." Maguire (1984), contended that adjuncts should not be considered as partial editions of full-time faculty, but as unique contributors to the educational enterprise. The investigator suggested departments ensure that adjunct faculty participate in meetings and contribute in curriculum development. The importance of monitoring instruction and evaluation of adjuncts by peers and full-time members was repeatedly emphasized by the researcher. Part-time faculty should continue to be a vibrant part of community college education in the next decade, becoming increasingly active and involved in college governance and curriculum matters with a positive effect on students (Davidson, 1984).

Communication between full-time and part-time faculty was identified in the study as also a need pertaining to part-time faculty in the department of Biological Sciences at NYCTC. This finding was in concert with those of Smith (1980), Greenwood (1980), and Maguire (1984). Part-time faculty often sense a serious lack of communication with the administration, full-time faculty and with other part-time faculty, and frequently receive directives after the deadline compliance or are often not included at staff meetings and training sessions.

The casual sharing of information in teaching methods, materials and students problems ceases when faculty members are not provided an atmosphere that encourages the free exchange of academic information. In the absence of such sharing the overall academic growth of faculty members was considered to be stunted (Greenwood, 1980). Smith (1980) and Maguire (1984) agreed with Greenwood (1980) by stating that more energy must be channeled towards creating more cohesion between the part-time instructors and their full-time counter-parts. The investigators believed that minimum contact of part-timers with full-time faculty can only harm both the attitude of the part-time instructors and the academic program.

The third area of needs pertaining to part-time faculty identified in the study was, social interaction with

full-time faculty. The findings were consistent with Greenwood (1980) who affirmed that by being kept in a social vacuum the adjunct faculty were denied of the opportunity to enter the intellectual mainstream of the institution. The author further contended that the absence of social exchange takes away the opportunities for free exchange of ideas pertaining to teaching. Setting up of faculty lounges where there could be a homogeneous mix of faculty joined in conversation which present learning experiences have been strongly recommended by investigators.

Greenwood (1980), stated that failure to move toward socialization and participation will only perpetuate the idea that part-time faculty were no more than a euphemism for "what's his face the temporay teacher." Adjuncts often perceived themselves to be "step-children of the academia" a feeling partially generated by institutions' laissez-faire attitude toward them (Maguire, 1984). The investigator further concurred that socially there was little opportunity for adjuncts to meet their full-time colleagues, as they normally arrive shortly before their classes and leave immediately after them.

Another area of deficiences on the part of part-time faculty identified by the study was supplementary assistance extended to students. These findings were consistent with those of Bender et.al. (1973), Greenwood (1980), Bramlett et.

et. al. (1983) and Maguire (1984). Bender and his co-workers were of opinion, that the reasons for part-time faculty not adequately adhering to their extra-instructional responsibilities towards their students were attributed to such factors as lack of office space and inadequate information of policies pertaining to the college. Greenwood (1980) was in consensus with Bender et.al. that part-time faculty were seldom provided with space outside the class-room detrimental to the student-teacher contact on a one to one basis, thus impairing the tutorial role expected of the instructors. The absence of a private office for part-time faculty subliminally informed the students that their teachers have a second-rate status in the eyes of the college. This question of status may become a problem in dealing with non-traditional students who have come to relate the possession of space with success. Bramlett et.al. (1983) was in similar agreement with Bender et.al. (1973) and Greenwood (1980) with reference to reasons why part-time faculty often cannot meet the needs of supplementary assistance to students. The author further stated that some adjuncts were also unaware of the importance of this supplementary assistance to the greatly academically handicapped students at community college level. Maguire (1984) elaborated the major criticism of adjunct faculty as to their inavailability to students for tutoring.

Another need in reference to part-time faculty identified in the study was, the lack of efforts extended to Professional Development. Similar findings were identified by Smith (1980) and Maguire (1984). Smith (1980) stressed that it was no longer possible to spend all of the finances for Professional Development of full-time faculty. Part-time faculty has become an integral part of the teaching faculty especially in community colleges and part of the finances and assistance for Professional Development should also be extended to this increasing sector of the teaching faculty.

Maguire (1984), admitted that devising and implementing methods of faculty development activities for both part and full-time faculty to enhance and strengthen teaching skills were not easy. The investigator suggested the establishment of a Professionl Development committee with part-time faculty to explore mutual concerns. The feasibility of a resource center with materials designed in the form of videotapes of class-room instruction, manuals of policies and procedures pertaining to the institution and the department for the specific use of adjuncts was also recommended by Maguire (1984).

The present study had several implications to the institution. From a departmental stand-point the survey provided an avenue to share and express the views and needs of part-time faculty thus, aiding the department in an effort

in mainstreaming the part-time faculty. From an overall benefit to the institution the study was considered to be beneficial as other departments of the college hire an equal or more number of part-time faculty. In some departments the part-time faculty out number their full-time faculty. On a college-wide level the study was expected to lead to a greater awareness for further needs assessment of part-time faculty that will open avenues in mainstreaming the part-time faculty of the college.

Catering in a more effective manner towards the needs of part-time faculty at departmental level and college-wide was envisioned as a positive measure in retaining the present adjunct faculty, increasing their morale and attracting new part-timers. A greater sensitivity towards the needs of the adjunct faculty was believed to involve more completely and meaningfully this sector of the teaching faculty in the mainstream of the institution.

As a result of the study the following recommendations were made to the administration of the Department of Biological Sciences:

1. Needs assessment be conducted on a regular basis (at least once a year) to obtain feedback from part-time faculty of the department.

2. Design an information manual for part-time faculty with reference to regulations and policies of the department. Efforts be made by the administration and the full-time faculty of the department of Biological Sciences in involving the

part-time faculty in decision making processes. This could be partly attained by specific assignments given to part-time faculty in selection of text-books, coordination of final examinations and in involvement in course development.

3. Establishment of deliberate and continuing communication linkages between full-time and part-time faculty. This could be attained by the establishment of a committee including both full-time and part-time faculty and by identifying a part-time "Ombudsman" to facilitate better communication between the two groups of the teaching faculty.

4. Encouragement of social interaction between part-time and full-time faculty. This could be attained by involving the former in organization and participation in the Christmas Party, end of the year luncheon and other social activities of the department. Representation may be called for from part-time faculty in the Social Committee of the department.

5. Open avenues for the encouragement of part-time faculty to maintain at least one office hour per week for assistance to students. Recommendations be made to the college administration by the department for extra compensation for such services.

6. Encouragement of part-time faculty in participation in the recently established Faculty Development Program of the college. Recommend adjunct faculty to observe classroom sessions of peer faculty, that will enhance their teaching techniques to cater to the demands of the Department of Biological Sciences.

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APPENDIX A

Letter to Full-time Faculty

Dept. of Biological Sciences
New York City Technical College
300, Jay Street
December 10, 1984.

Full-time Faculty
Dept. of Biological Sciences
New York City Technical College

Dear Colleague,

I am conducting a study on mainstreaming Part-time Faculty in the Department of Biological Sciences. This survey is conducted as a project for a practicum in partial fulfillment of requirements for the doctoral degree that I am pursuing at Nova University, Florida.

I would appreciate your assistance in completing the attached questionnaire and placing it in my mail-box in P305. The results of the study will be presented together with recommendations by me to the chairperson of the Department of Biological Sciences and to the Dean of the Division of Health Sciences of the college.

Thanking you,

Sincerely,

R Selvadurai

Prof. Ranjani Selvadurai

APPENDIX B

Questionnaire to Full-time Faculty

QUESTIONNAIRE:

Please circle the appropriate choice:

1. The orientation provided by the Department of Biological Sciences with reference to policies and regulations of the college and the department, to Full-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

2. The provision of documents in the form of handbooks, manuals and written statements pertaining to policies of the department, to Full-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

3. The orientation provided by the Department of Biological Sciences with reference to syllabi of courses, to Full-time Faculty is :

   a. excellent b. good c. fair d. unsatisfactory

4. The instructions provided by the course coordinators regarding lectures, procedures in laboratories, examinations and grading systems, in the department to Full-time faculty are:

   a. excellent b. good c. fair d. unsatisfactory

5. The involvement of Full-time Faculty in decision making with reference to selection of texts, course outlines and preparation of departmental comprehensive final examinations is:

   a. excellent b. good c. fair d. unsatisfactory

6. The provision of support systems in the form of office space, mailboxes, secretarial services and duplicating services by the department to Full-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

7. The availability of instructional aids and materials to Full-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

8. The rapport of Full-time Faculty with the chairperson of the department is:

   a. excellent b. good c. fair d. unsatisfactory

9. The communication between Full-time Faculty and Part-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

10. The assistance provided by Clinical Laboratory Technicians to Full-time Faculty of the department is:

    a. excellent b. good c. fair d. unsatisfactory

11. The social interaction between Full-time Faculty and Part-time Faculty in the department is:

    a. excellent b. good c. fair d. unsatisfactory

12. Supplementary assistance in the form of tutoring provided by full-time faculty to the students in the department is:

    a. excellent b. good c. fair d. unsatisfactory

13. The efforts made to assist Full-time Faculty in Professional Development in the department are:

    a. excellent b. good c. fair d. unsatisfactory

14. The evaluation procedures in the form of peer and student evaluation of full-time Faculty in the department are:

    a. excellent b. good c. fair d. unsatisfactory

15. Currently the efforts made by the department in mainstreaming the Part-time Faculty are:

    a. excellent b. good c. fair d. unsatisfactory

APPENDIX C

Letter to Part-time Faculty

Dept. of Biological Sciences
New York City Technical College
300, Jay Street
December 10, 1984.

Part-time Faculty
Dept. of Biological Sciences
New York City Technical College

Dear Colleague,

I am conducting a study on mainstreaming Part-time Faculty in the Department of Biological Sciences. This survey is conducted as a project for a practicum in partial fulfillment of requirements for the doctoral degree that I am pursuing at Nova University, Florida.

I would appreciate your assistance in completing the attached questionnaire and placing it in my mail-box in P305. The results of the study will be presented together with recommendations by me to the chairperson of the Department of Biological Sciences and to the Dean of the Division of Health Sciences of the college.

Thanking you,

Sincerely,

R Selvadurai

Prof. Ranjani Selvadurai

APPENDIX D

Questionnaire to Part-time Faculty

QUESTIONNAIRE:

Please circle the appropriate choice:

1. The orientation provided by the Department of Biological Sciences with reference to policies and regulations of the college and the department, to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

2. The provision of documents in the form of handbooks, manuals and written statements pertaining to policies of the department, to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

3. The orientation provided by the Department of Biological Sciences with reference to syllabi of courses, to Part-time Faculty is :

   a. excellent b. good c. fair d. unsatisfactory

4. The instructions provided by the course coordinators regarding lectures, procedures in laboratories, examinations and grading systems, in the department to Part-time faculty are:

   a. excellent b. good c. fair d. unsatisfactory

5. The involvement of Part-time Faculty in decision making with reference to selection of texts, course outlines and preparation of departmental comprehensive final examinations is:

   a. excellent b. good c. fair d. unsatisfactory

6. The provision of support systems in the form of office space, mailboxes, secretarial services and duplicating services by the department to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

7. The availability of instructional aids and materials to Part-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

8. The rapport of Part-time Faculty with the chairperson of the department is:

   a. excellent b. good c. fair d. unsatisfactory

9. The communication between Part-time Faculty and Full-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

10. The assistance provided by Clinical Laboratory Technicians to Part-time Faculty of the department is:

    a. excellent b. good c. fair d. unsatisfactory

11. The social interaction between Part-time Faculty and Full-time Faculty in the department is:

    a. excellent b. good c. fair d. unsatisfactory

12. Supplementary assistance in the form of tutoring provided by Part-time faculty to the students in the department is:

    a. excellent b. good c. fair d. unsatisfactory

13. The efforts made to assist Part-time Faculty in Professional Development in the department are:

    a. excellent b. good c. fair d. unsatisfactory

14. The evaluation procedures in the form of peer and student evaluation of Part-time Faculty in the department are:

    a. excellent b. good c. fair d. unsatisfactory

15. Currently the efforts made by the department in mainstreaming the Part-time Faculty are:

    a. excellent b. good c. fair d. unsatisfactory

APPENDIX E

Letter to Chairperson & Course Coordinators

Dept. of Biological Sciences
New York City Technical College
300, Jay Street
December 10, 1984.

Chairperson & Course Coordinators
Dept. of Biological Sciences
New York City Technical College

Dear Colleague,

I am conducting a study on mainstreaming Part-time Faculty in the Department of Biological Sciences. This survey is conducted as a project for a practicum in partial fulfillment of requirements for the doctoral degree that I am pursuing at Nova University, Florida.

I would appreciate your assistance in completing the attached questionnaire and placing it in my mail-box in P305. The results of the study will be presented together with recommendations by me to the chairperson of the Department of Biological Sciences and to the Dean of the Division of Health Sciences of the college.

Thanking you,

Sincerely,

R Selvadurai

Prof. Ranjani Selvadurai

APPENDIX F

Questionnaire to Chairperson & Course Coordinators

QUESTIONNAIRE:

Please circle the appropriate choice:

1. The orientation provided by the Department of Biological Sciences with reference to policies and regulations of the college and the department, to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

2. The provision of documents in the form of handbooks, manuals and written statements pertaining to policies of the department, to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

3. The orientation provided by the Department of Biological Sciences with reference to syllabi of courses, to Part-time Faculty is :

   a. excellent b. good c. fair d. unsatisfactory

4. The instructions provided by the course coordinators regarding lectures, procedures in laboratories, examinations and grading systems, in the department to Part-time faculty are:

   a. excellent b. good c. fair d. unsatisfactory

5. The involvement of Part-time Faculty in decision making with reference to selection of texts, course outlines and preparation of departmental comprehensive final examinations is:

   a. excellent b. good c. fair d. unsatisfactory

6. The provision of support systems in the form of office space, mailboxes, secretarial services and duplicating services by the department to Part-time Faculty is:

   a. excellent b. good c. fair d. unsatisfactory

7. The availability of instructional aids and materials to Part-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

8. The rapport of Part-time Faculty with the chairperson of the department is:

   a. excellent b. good c. fair d. unsatisfactory

9. The communication between Part-time Faculty and Full-time Faculty in the department is:

   a. excellent b. good c. fair d. unsatisfactory

10. The assistance provided by Clinical Laboratory Technicians to Part-time Faculty of the department is:

    a. excellent b. good c. fair d. unsatisfactory

11. The social interaction between Part-time Faculty and Full-time Faculty in the department is:

    a. excellent b. good c. fair d. unsatisfactory

12. Supplementary assistance in the form of tutoring provided by Part-time faculty to the students in the department is:

    a. excellent b. good c. fair d. unsatisfactory

13. The efforts made to assist Part-time Faculty in Professional Development in the department are:

    a. excellent b. good c. fair d. unsatisfactory

14. The evaluation procedures in the form of peer and student evaluation of Part-time Faculty in the department are:

    a. excellent b. good c. fair d. unsatisfactory

15. Currently the efforts made by the department in mainstreaming the Part-time Faculty are:

    a. excellent b. good c. fair d. unsatisfactory